

# Investigating the Impact of Music Education Integration on the Development of Essential Qualities of Integrity and Self-Control among Science Students at Xuzhou University of Technology, China: A Case Study

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## Abstract

This research focuses on the role of music education in enhancing the desired attributes of science students in Xuzhou University of Technology (XUT) China. Therefore, by offering Music courses within its technical-focused packages, XUT majored in student's self-control and integrity, which are noble values for academic and career advancement. The study focuses on the effects of teaching and learning music on the development of learners' thinking skills, feelings as well as on their interpersonal relationships, originality, and cooperation. Based on Howard Gardner's multiple intelligences and Albert Bandura's Social Learning Theory, the study uses questionnaires, interviews, and integrate analysis of curriculum integration strategies. Its objectives are to describe an understanding of the music education outcomes and voluntarism for the primary and secondary school students at XUT with the view to enhance practices and policies in the educational sector. This study reveals the significance of music education in students' growth to XUT's learner development considering the learning institution's cultures. Thus, stressing formation of the necessary and genuinely valuable personal qualities with the help of music, this work enhances the discussion of the concept of the integral education and training persons for various opportunities to succeed in a modern society.

**Keywords:** Music Education, Self-Control, Integrity, Science Students, Holistic Education, Cognitive Development, Emotional Intelligence, Social Skills

## Introduction

The advancement of education is dependent on successful delivery to learners and qualities such as self-discipline and integrity in exercising education. This research focuses on the

moderation of music instruction in the development of these qualities in science students at Xuzhou University of Technology, China. Music education being a provocative, creative, and developmental intervention fosters cognition and affects, physical and social development; it is an optimal environment for expression and communication. The music instruction applied at XUT aims at improving the learners' self control and integrity that are needed for the application of scientific theories and encouragement of creative thinking. This approach corresponds to the present worldwide tendency in the development of the comprehensive approach in the preparation of graduates in the field of technical education, which implies graduates who demonstrate high technical performance knowledge, critical thinking, and effective communication, and teamwork (Deep et al., 2019). It is in this light that this study, which focuses on the study of the relationship between music education and character among students at XUT, aims at arriving at fruitful findings regarding sound approaches to the enhancement of education. The findings will help policymakers and administrators to advance the process of the students' comprehensive development and prepare them for a successful future in a complex world.

In Xuzhou University of Technology (XUT) China, the role of music in the proper development of qualities such as integrity among college students is still under explored. However institutional directions such as XUT focuses on elements such as engineering, science and technology with increased debates on elements such as creativity, critical thinking skills and elements of character and emotional intelligence (Prayogi & Asy'ari, 2021). While prior research contributes to the understanding of cognitive and emotional advantages of music education, the literature review identified a gap in the investigation of empirical evidence pertaining to the music programme introduced at XUT. This research thus seeks to fill this gap by establishing various aspects of music instruction that impact on certain attributes among the XUT science students. In doing so the research assesses its outcomes and application with the aim of offering conclusion on the ability of the music education in cultivating such qualities (Váradi, 2022). These are implications for the administrators at XUT and policymakers with regard to the implementation of music in curriculum as well as encouragement of balanced education practices. This research will not only contribute to the development of the understanding of the links between music education and essential-qualities-oriented educational activities within the framework of XUT's educational processes but will also add to the existing knowledge about the enhanced educational approaches in student's omnibus development. The use of statistical data and visuals concerning XUT as well as the Chinese educational setting will enhance the study's credibility, and the proposed strategy will assist in developing students equipped to manage uncertainty and ambiguity.

The conclusions of this study may pertain only to Xuzhou University of Technology (XUT) students and not others due to differences in student population types, culture, and curriculum. Sample size can be restricted due to the inordinate amount of time required to complete assessments and—the expense of resources and services required to implement the study. Might be, other factors that define the development of such fundamental features of character as self-sufficiency or inventiveness might also be taken into account by the study (Vasylenko et al., 2022). Furthermore, the research time constraint hinders the researchers' chance to assess the significance of music education to these traits in the long term. Data collection and analysis might be influenced by a researcher's biases because beliefs that one holds can colour their research activities inadvertently. Nevertheless, the scopes of the study

are to give some idea towards the effects of the instruction of tunes in control abilities such as self-control and integrity in the individual, for the formulation of synergistic educational policies and practices.

This study aims at being carried out at XUT, and basically deals with its specific target students, academic setting, and course development. Thus, it focuses on the case of XUT, investigating how and where music education programs are offered at this institution, which may not be similar to the LM and KM of other institutions due to differences in methodology and structure (Mahdi et al., 2019). Therefore, the scope of this study does not go further than evaluating how music education affects self-control and integrity of the students at XUT, while other qualities are not tackled. Since this study focuses on XUT college students' experiences the findings are context-specific, but one should be careful when extrapolating them to other contexts. Thus, more study in various institutions is needed to provide a better picture of the changes in elementary qualities-oriented education due to music education.

The purpose of this scholarly research is to analyse the effects of music education on acquiring imperative personal character traits in college students of Xuzhou University of Technology (XUT). The findings of the present study regarding the modalities and impact of integrating music education within XUT's curriculum and the emergent self regulatory personal attributes such as self control and integrity, offer directions for reflection for administrators and educational policymakers within this field (Mavrogordato & White, 2020). As students' questionnaire and interview results, discussions, and analysis will reveal students' insights and expectations regarding the subject, the efficacy and limitations of music teaching and learning will be illustrated to promulgate specific changes for the curricular development. The study's conclusions will provide research-based recommendations for impacting music education positively, including changes to the curriculum, profession growth for faculty, and resource distribution. Such findings may become beneficial for XUT and other educational institutions to develop education pedagogy that will enhance outlook for creativity, critical thinking, effective communication, collaboration, and emotional intelligence (Tang, Vezzani & Eriksson, 2020). Thus, stressing the significance of the mansfieldquelle in elevated education and promoting music programmes fusion in various disciplines, this research contributes to the understanding of advantages of music education. Finally, the goal of each research is to improve educational processes and promote the students' further growth and success.

The specific objectives for study are given below:

- To investigate the integration strategies of music education into the curriculum and extracurricular activities for science students at Xuzhou University of Technology.
- To evaluate the perceptions and interactions of science students with music education in fostering essential qualities like integrity and self-control.
- To analyze the extent to which music education programs are included in the curriculum to support holistic education at XUT.
- To examine the relationship between music education and the development of key skills such as creativity, critical thinking, communication, and teamwork among science students at XUT.

**Literature Review****Music Education Programme To Enhance Education Among College Students**

The integration of music into education enhances learners' interaction, organizational, creative, cooperation, problem solving and skills in presentation. McPhail & McNeill (2021) indicate that music education is also transformative of new curriculum, fosters students' learning and development and personal as well as social development. It also improves the Knowledge in relation to student information literacy as well as the knowledge of music theories. According to McPhail & McNeill (2021), detailing Information technology meaning, helps to enhance the students' educative competencies and their performances with the use of innovative technologies. Cooperation, communication and an open environment is also favored in the paper of Dai, (2021) where the use of technology in music education has been implemented. The author proceeds further and concludes that music education assists learners in their conceptions of social belongingness and enhances their levels of self-esteem, their career paths and learning outcomes. It also leads to inclination in the long-term activities' practice and could affect the learning successfully in a positive way as mentioned by (Dai, 2021). The authors also found out that autonomy supportive approaches have been related to the positive effects of students' academic achievement and creativity in learning music according to McPhail & McNeill (2021). Music education assists in the improvement of metacognition skills, thus boosting the learners' self-regulation and competency. In the opinion of Guven & Babayigit (2020), firsthand education in music strengthens the students' first emotional and social domain and plays a positive role in personality, social justice orientation, and the appreciation of self. Guven & Babayigit (2020) also concentrate on the international exposure and features of artificial intelligence in the area of learning music. That and probably the use of artificial intelligence in the way that it presents the college students with a new angle to education which will help offer a fresh perspective to the college students who will be transformed into responsible citizens and achievers through the implementation of such strategies like the global mobility programs.

**Influence of Music Education on The Development of Essential Qualities Like Self-Control and Integrity Among The Science Students**

Incorporation of music in learning yields accurate improvement of educational improvement, enthusiasm and participation among students. According to Gill (2020) music education provides the students with a purpose, makes them satisfied and Self-efficacious, that is, amongst the many qualities and academic achievements of the students it enriches. That in turn improves learning agility, which is a capacity to reuse the previous knowledge in a new context. Sakti et al., (2024) argue that music education contributes to the children's language development, self-governance, and personal and moral integrity for regulating feelings and promoting togetherness. Barrett et al., (2019) have also reported that music education facilitates language development, through which academic objectives are met. Gill (2020) reveal that music education helps in the development of problems solving skills, reasoning, and planning skills as it contributes directly to the boost of cognitive abilities, executive functions, attention, and memory. This cognitive flexibility enhances the students' ability to learn information and perform well on their academic books. According to Larsson & Georgii-Hemming (2019), the goal of music education reveals that it increases productivity due to the integration of the emotional cognition process and musical perception to make students acquire knowledges and improve the productivity of learning. According to Georgii-Hemming (2019), music education proves students' willingness and readiness to acquire more

knowledge and to improve their work outcomes while showing the right ways to choose and apply the needed skills. Literature review by Gill (2020) claimed that music education provides physical and psychological health aspects and embraced social inclusion, communication, and health issues including anxiety or depression. In general, music education plays a significant part in students' learning process and personal growth.

### **Inclusion of Music Education Programme To Support Education in The Curriculum**

Music education programs are one of the highlighted elements of the Creative Curriculum in schools and colleges that are meant to help attract students' interest and enhance the quality of education. According to the analysis made by Guraya & Chen (2019), such programs continue promoting students to learn and apply the acquired knowledge and skills. Consequently, it is accepted that an appropriate curriculum improved education; the universities include music in the curricula for the purpose of improving the performance. In a more recent study, Wright (2021) supported more the claim that music education is used in circulation for teaching for attitude and behaviour change as well as for a people preparation for working world. As mentioned by Welch (2021), music education can be considered as preventive in nature and also offers the required help at the same time, besides engaging the student and promoting good learning behaviors, which again has a remarkable impact on final achievement. As highlighted by Bautista et al., (2024) discussion of the problem, music education in various parts of the world is utilized in creating appropriate academic environments and improved learning in universities. These programs improve participation, interest, and performance among learners because curriculum mappings are made according to learners' wants and needs. For example, the music educations assists in developing the learning enthusiasm as a form of promoting the favorable learning environment. This something is a widely evident concept due to the teachers' initiatives in enhancing social relations as can be enriching in an attempt to achieve learning goals. Thus incorporating the music education makes the students get stability in their performance, more on their learning and development of success, better healthy lifestyles, motivation, as well as their overall academic performance.

### **Effect of Music Education on Important Skills of Xut Science Students**

Sangiorgio (2020) have pointed out that music education develops students' creativity as attention and imagination are promoted during the process. It paints a harmony between the arts and the ability to contain oneself which is vital for sciences particularly learners in a Technology University in China. Thus, this balance helps in development of multitasking, which is important facing many academic challenges. Guraya & Chen (2019) also noted that creativity facilitates interactivity and improves learning skills, which assists in getting good grades through experimenting in solving tasks. Music education helps in enhancing critical thinking and integrity as pointed out by Siegel (2020) as crucial in balancing the mind and solving problems. It assists the students in the critical evaluation of musical activities together with increasing their confidence and competence in academic issues. Nogaj (2020) also stressed music education to increase communication and interaction for the students; it provides structures to promote safe, positive interpersonal relationships and learning environment that benefit students. Music education also cultivates the teamwork skills which develop self-esteem and also the utility of music in helping, train and enable students pass on knowledge and enhance on problem solving skills as found in real life. Nogaj (2020) focused on mental and social aspect in emphasizing the positive impact of music educational programs



and students' well-being and values the importance of effective teamwork. Based on these ideas, music education enhances learners' general health, academic achievements, and potential careers at XUT.

### **Contribution of Music Education In Developing Career Opportunities For Science Students**

Music strengthens science students' employment outlook on creating and developing leadership abilities for efficient decision-making and the achievement of goals as advances by (Li, 2021). Through group exercises and dramas, it promotes leadership to enhance their confidence and boost managerial skills that they would need in their future positions. Music helps children to be creative and be emotionally balanced; it makes them feel that they can accomplish something and be confident enough when it comes to the issue of being employed in the future. Váradi (2022) also talk about an aspect of music education whereby it has an impact in creating social relations as well as a sense of belongingness. Group sessions in music foster interpersonal relations, one of the most vital aspects in employment of scientific disciplines. The following are among the findings discovered by (Váradi, 2022) Positive outcome of music education; It motivates students to study hard in order to achieve good grades and keeps them ready for challenges ahead in science and technological departments. Consequently, music education enhances leadership, creativity, social relations, motivation, and cognitive skills that contribute to the achievement of science students' career goals. Incorporation of these skills, music education prepares the students for different career openings in science thus boosting their academic achievements.

### **Influence of Music Education on Social Equity In Universities In China**

Music education in Chinese universities signifies the training of students in creating social equality since the program teaches students on matters of diversity, culture and the feelings of other people as well as learning to accept oneself. According to inclusive curricula and community based programs in music education, there is equal distribution of educational resources there is increased participation of students in education despite their diverse background. According to Larsson & Georgii-Hemming (2019), music education plays a significant part in supporting improvisation and cooperation through the approach used in teaching and has a positive impact on people's multicultural and intercultural communication. Angel-Alvarado, (2020) affirms the essence of the music education on the acquisition of skill among children and the extended society with reference to talent and creativity especially among population diverse students. Another source, Aliverti & Karras (2021), touches upon the significance of music in cultivating empathy and addressing the need for tolerance enhancing students' bond and appreciation of each other. Regarding the benefits of music education, Zander et al. (2020) also expound on the effect of absolute confidence in students' capacities regardless social economic status to excel in academics, improves self efficiency and academic performance while doing so. There is a mutual social relevancy in music education at the Chinese universities that includes dissemination of tolerance, multicultural understanding and self-esteem. Thus, it guarantees equal opportunities for their students to get the best academic and personal outcomes while promoting diversity and developing the talents within the educational process.

**Perception and Interaction of Xut College Students With Music Education Concerning The Focus of Science Education on Important Traits**

This digest explored music education experiences of the students from Xuzhou University of Technology (XUT) and it revealed various aspects of the impact of music education in the students' educational and personalities' development. Learning outcomes show that the students view music, not only as another extracurricular activity, but as a form through which people express their emotions and as a way to understand other cultures, therefore as a creativity and emotional intelligence-developing activity. Emphasises music's effectiveness in improving thinking abilities as well as fostering mutual understanding in the context of cultural differences, which correlates with XUT's aims of developing important character traits. Motivational profiles, as postulated by Woody (2021), are important to identify the students' intrinsic motivation that include passion makes them participate actively in music education. Moneva et al., (2020) reveal that while there is self-motivation, other motivating factors include peer pressure that enhances students' activity participation. Promoting an interferential learning environment, as postulated by Moneva et al., (2020) helps the students' engagement towards learning music. Gamification in turn strengthens the spirit of cooperation and creativity among the XUT students as well as the facet of traits-oriented music education. The present study of students of XUT elaborates how music aids creativity, interpersonal skills, professionalism, and self-discipline in science students.

**Cultural Identity and Cross-Cultural Understanding Through Integrity**

The study aimed to investigate music education at Xuzhou University of Technology (XUT) in China as a way of developing musically and culturally the students especially focusing on inter-cultural appreciation. This gives ideas like Reimer, (2021) that music enables students to display their cultural selves through musical performances and compositions as a way of improving on their self-esteem. Incorporation of multiculturalism as found by Modood (2021), enhances China's inclusiveness where aspects of cultural diversity are featured particularly in music curricula understood and appreciated across the existing diverse musical cultures. As explained by Bartleet et al. (2020), musical intercultural encounters in education foster understanding and appreciation of the customs of other cultures, to make students globally responsible citizens. It also documents ways in which music education at XUT prepares students with a global perspective in relation to cultural diversity, civilonga, reciprocity, and intercultural interaction. Additional strategies, like multimedia technology incorporation into the music lessons Reimer, (2021) also promote the Students' active participation and learning and to the best extent innovative approaches require further investigation regarding the improvement of cultural consciousness. Progress in achievements in China's music education reveal that the continuous development in new teaching methodologies Bartleet et al. (2020) is preparing learners for the global society that is culturally sensitive and diverse so that they can successfully function in a globalized world more so with different cultures.

**Theoretical Framework**

The theoretical background for the study "The Influence of Music Education on the Development of Essential-Qualities-Oriented Education Among College Students in Xuzhou University of Technology, China" is based on the considerable and recognized theories (Seth & Bayne, 2022). The theory from which all these emerged is Howard Gardner's multiple intelligence model that suggests that intelligence includes aspects such as music. According

to Gardner, music education could help to improve the creativity, the emotional and interpersonal intelligences of the learners noting that every child has a set of developed abilities.

Besides, this framework also incorporates the Social Learning Theory authored by Albert Bandura (Sharma & Gupta, 2023). Vygotsky's theory of learning defines learning largely through observational learning and modelling of behaviours. Teaching and learning of music involves learning the skills formally and through imitation and practice from fellow students and from other tutors (Pangesti & Wadiyo, 2021). Such social learning activities enhance team work, communication, and flexibility as well as ability to adapt to change. Also incorporated within the manuscript is the Self-Determination Theory that focuses on the aspects of Autonomy, Competence, and Relatedness (Pangesti & Wadiyo, 2021). Giving students an opportunity to pick music education courses in addition to other outlined courses enhances their music preference and helps them learn emotional intelligence and creativity. This theoretical framework can be used to examine the impact of Music Education in the development of college students, with an emphasis on personal and professional transformation and on the formation of the self.

### **Conclusion**

In conclusion, the implementation of music education in Xuzhou University of Technology (XUT) has the structure positive effects of students cognition an emotional and social development. Hence, singing, dancing and coordinated movements resulting from music education enhances memory, Neocortex plasticity and problem solving skills. The outcome of research has also shown that it boosts attention span, working memory, and essential executives' functions that work wonders in improving academic performance. Besides, students who obtain music education enjoy an enhanced self-concept and social relationships hence leading to all rounded development. As a result of subscribing to the positivist paradigm, this study strengthens the messages of Howard Gardner's multiple intelligences theory and Social Learning Theory as they bring the transformative effects of music education to the development of qualities that will enhance students' success in their personal and professional endeavours while navigating through complex globalised world.

### **Contribution**

The research work on the effect of music instruction on the core values of science students of Xuzhou University of Technology XUT, China is relevant to the existing literature studies in the field of education. In light of unraveling how music learning occurs in a school context whereby ICT learning features prominently, the research is useful in enriching the student's development. Consequently, the results reveal that music education develops virtues like self-discipline, ethical standards, creativity, and interpersonal skills among college learners to enhance their performance and thriving. This study fills the existing literature gaps by targeting a specific academic setting and client population, and thus provides the research findings that are relevant for XUT setting. For this reason, it assists the educational policymakers and administrators to make right decisions on curriculum development to foster students' development holistically. Thus, linking the findings to theoretical underpinnings such as Howard Gardner's multiple intelligences and Social Learning Theory of Albert Bandura, the research brings out the importance of music education on the emergent cognitive, emotional, and social aspects of learning.



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